



Great Wilbraham C of E Primary Academy

Policy title: Spiritual, Moral, Social and Cultural (SMSC)

Date created: September 2024

Next Review Date: September 2026

Date ratified:

Signed:

1. Introduction

At Great Wilbraham C of E Primary Academy (GWPA), we want our pupils to be successful, confident learners and responsible citizens. Guided by our Christian vision and values, we are committed to providing an environment that:

- o Enables children to learn and develop to their full potential.
- o Ensures respect, forgiveness, empathy for others and acceptance of differences.
- o Encourages independence, resilience, cooperation and collaborative working.
- o Ensures pupils develop self-discipline and take responsibility for their actions.

In order to facilitate and achieve this, we will provide a curriculum that:

- o Engages, excites, is meaningful and rigorous.
- o Stimulates questioning and challenge.
- o Is aspirational, creative, flexible and responsive.
- o Prioritises spiritual, moral, social, cultural, intellectual and physical development.
- o Educates citizens for today and beyond.

We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding and an overview of teaching the Equalities Act (2010) and including global education themes.

2. Quality of Education

2.1. Intent of the Curriculum

Curriculum design and coverage

At GWPA our curriculum is at its most effective when it is strongly linked with our four core Christian values:

- **LOVE:** Being tolerant and celebrating the similarities and differences of individuals.
- **THANKFULNESS:** Learning to appreciate that understanding individuals' views, cultures and life experience can positively enhance our own lives and the communities around us.
- **COURAGE:** Encouraging pupils to help others and solve differences in opinions.
- **WONDER:** Celebrating the richness of cultures and traditions.

2.1.1. Spiritual, Moral, Social and Cultural (SMSC) development

Spiritual development

Spiritual development focuses on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the fundamental British value of exploring and respecting the values and beliefs of others. The Spiritual development of all our children is addressed through the Christian vision and four core values of our school. As a church school, we address spiritual development through prayer, Christian worship, celebration of Christian festivals and learning about those of other faiths, reading and reflection on the Bible within Collective Worship, Religious and World Views Education and across the wider curriculum. We are committed to:

- o Celebrating the religious and non-religious beliefs and values of our families and building an awareness of and respect for others' spiritual and religious beliefs.





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- Fostering common human values and building spiritual capacities to promote self-worth, self-esteem and valuing others.
- Helping our pupils to come to an understanding of themselves as unique individuals and encouraging them to reflect on "big questions."
- Developing our pupils' curiosity, imagination, creativity and promoting a lifelong love of learning.

Moral development

Moral development is about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the fundamental British value of investigating moral values and ethical issues, and recognising and applying right and wrong. We encourage pupils to:

- Be truthful and honest.
- Respect the rights and property of others, their opinions and customs.
- Help others and solve differences of opinion.

Social development

Social development shows pupils working together effectively, relating well to adults and participating in the local community. It also includes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance. We are committed to:

- Fostering the skill and qualities of team building through the development of self-confidence, co-operation, sensitivity to others, reliability, initiative and understanding.
- Providing an environment where pupils can take responsibility for themselves and others in school and the wider society.
- Teaching the Equalities Act throughout our curriculum.

Cultural development

Cultural development shows pupils understanding and acceptance in/of a variety of cultures and experiencing a range of cultural activities (art, theatre, travel, concerts). Children develop the fundamental British value of exploring, understanding and tolerating the cultural traditions and beliefs of others. We value and celebrate the cultural diversity of our school, our society and the world by:

- Promoting an appreciation of our own cultural tradition/s and encouraging an appreciation of other peoples' cultural traditions.
- Celebrating the richness of culture and tradition.
- Weaving global education themes through our curriculum.

2.1.2.Promotion of fundamental British Values:

The Department for Education (DfE) states in their guidance (2014) that 'A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. We want every school to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.'

At GWPS we promote these values through our broad and balanced curriculum and through a wide range of extra-curricular or enrichment activities which, we believe, support the development of the 'whole child'.

Democracy:

'With God, all things are possible' (Matthew 19:26)





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Children have many opportunities for their voices to be heard. Regular pupil voice opportunities gives them the forum to put forward their views about the school. Our School Parliament is made up of elected members from each year group. Members play a key role in running the school, discussing issues raised by pupils and have the power to effect change. Visits from local MPs and visits to the Houses of Parliament and 10 Downing Street help reinforce this message and all children learn about government, democracy and current affairs through regular assemblies and through PSHE lessons.

The Rule of Law:

Laws, whether they are those that have an impact on individual classes, the school or country, are consistently reinforced throughout the school day. Through Collective Worship and Our Positive Relationships Policy and Curriculum children are supported in their learning about right and wrong and the importance of rules or following a code of conduct. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. We are assisted in reinforcing this message by authorities such as the Police and Fire Service.

Individual Liberty:

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example through our online safety and PSHE lessons. Pupils are given the freedom to make choices through participation in extra curricular clubs and opportunities and we encourage children to value the individual liberties they enjoy, by participating in charitable events such as Comic Relief, Children in Need and our own harvest donations - all of which help them to appreciate that there are children locally, nationally and internationally who face a wide range of challenges in their lives. This is also reflected within the PSHE, Religious Education and World Views and Geography curriculums, looking at the responsibilities of each of us as Citizens of the World to use what we have wisely and to think about our impact on the planet.

Mutual Respect:

Our school ethos and Positive Relationships Policy and Curriculum is influenced by our four core Christian Values. We promote respect for others at all times, in all situations and our mission statement, Collective Worship and PSHE lessons reinforce that expectation. Pupils know and understand that respect is shown to everyone whatever differences we have.

Respect and tolerance:

At GWPA, we promote Christian Values and additionally ensure we value those with different faiths and beliefs. This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and learning about different religions through RWVE and PSHE lessons. Assemblies and discussions promote the learning of different faiths and beliefs and members of different faiths or religions are encouraged to share their knowledge. It is our duty to prepare our pupils for successful lives as adults living in Britain. By promoting British values, we enable children to develop a sense of community and to understand their responsibilities and roles within that community.

2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge





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We will ensure that the SMSC development of our pupils is promoted across the curriculum and in the wider life of the school by:

- Recognising the importance of our collective worship programme in supporting and encouraging SMSC development, including teaching the Equalities Act 2010 and aspects of global education.
- Planning and provision for introducing and teaching aspects of SMSC through Collective Worship using a range of resources.
- Providing a detailed long-term plan for every class covering all aspects of the curriculum including SMSC and related areas, particularly Relationships, Health and Sex Education. This plan is under constant review so that we can consider the rapidly changing world and learning opportunities which arise under this heading.
- Providing an appropriate range of effective teaching and learning resources and strategies as above that enable pupils to reflect on and respond to the issues of SMSC importance and concern.
- Encouraging teachers to plan for and respond to opportunities to develop SMSC and to ensure curriculum leaders have evidence of provision for SMSC education in their subject, maintaining a positive climate in school in which all are valued and respected and expected to make a positive contribution.
- Reviewing the effectiveness and impact of our policy and practice as part of our cycle of school improvement.

2.3. Impact

At Great Wilbraham C of E Primary Academy, we promote SMSC through the following examples:

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; respecting oneself, others and the world around us; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the school and wider community; support, volunteer and cooperate with each other in school; appreciate diverse viewpoints; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

2.3.1. Assessment

SMSC audits take place to gather evidence of how the school embeds SMSC across the school.

3. **Behaviour and Attitudes**

3.1. Positive and respectful culture

SMSC and British Values link with the school's promotion of Christian Values to promote a positive and respectful culture throughout the school. This can be seen with the interactions between pupils, parents and visitors with the staff.

4. **Personal development**

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4.1. Extended curriculum and wider outcomes

Links with the Wider Community:

- Visitors are welcomed into school.
- Links with religious communities in our local area are sought.
- The development of a strong home-school link is regarded as very important, enabling parents and teachers to work in an effective partnership to support the pupil.
- Pupils will be taught to appreciate their local environment and to develop a sense of responsibility to it.
- Through extra-curricular opportunities.
- Through links with our local Secondary Schools and the University of Cambridge.
- Through links with local charities such as Jimmy's Nightshelter and the local foodbank.

5. **Leadership and management**

5.1. Roles and responsibilities

Governing Body

- To promote the beliefs and culture outlined in this document.
- To monitor the effectiveness of SMSC across the school.

Leadership

- To promote the beliefs and culture outlined in this document.
- To audit the effectiveness of SMSC.
- To update the policy accordingly.

Staff

- To promote the beliefs and culture outlined in this document.
- To ensure the safety of all pupils.
- To create a safe and welcoming environment.

Parents

- To promote the beliefs and culture outlined in this document.
- To support children and staff in discussions.

Children:

- To promote the beliefs and culture outlined in this document.
- To look out for each other and be respectful.

5.2. Safeguarding

The safety of children is paramount in all situations. Should any issues appear, for example a child protection disclosure or a prevent concern arises, then safeguarding and child protection measures will come into effect and guidelines followed accordingly.

5.3. Health and safety

At all times a safe and healthy environment is maintained. Any hazards and concerns are reported to the Headteacher or the School Business Manager. Risk assessments are undertaken to ensure there is a safe working environment. Great Wilbraham CE Primary Academy is committed to safeguarding and promoting the welfare of all children.

5.4. Reviewing and monitoring

This policy will be renewed biennially in accordance with updates on SMSC and British Values.

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6. Links to other policies

- 6.1. Ethos, values and aims document
- 6.2. PSHE
- 6.3. Relationships Education including sex education

